English 12 Framework

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Framework number and letter | Big Idea | Essential Question | Concept | Competency |  |
| 1.A | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Identify and evaluate essential content between and among various text types | [1.2.8.D](http://www.pdesas.org/Standard/StandardsBrowser#24461?cf=y ), [1.2.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24442?cf=y ), [1.2.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24462?cf=y ), [1.2.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24443?cf=y ), [1.2.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24463?cf=y ), [1.2.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24444?cf=y ), [1.2.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24464?cf=y ), [1.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24445?cf=y ), [1.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24465?cf=y ), [1.2.L.D](http://www.pdesas.org/Standard/StandardsBrowser#24466?cf=y ), [1.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24494?cf=y ), [1.3.L.A](http://www.pdesas.org/Standard/StandardsBrowser#24488?cf=y ), [1.3.L.B](http://www.pdesas.org/Standard/StandardsBrowser#24495?cf=y ), [L.N.2.2.2](http://www.pdesas.org/Standard/StandardsBrowser#26280?cf=y ), [L.N.2.5.3](http://www.pdesas.org/Standard/StandardsBrowser#26297?cf=y ), [R6.B.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#27158?cf=y ), [R7.B.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#27205?cf=y ), [R7.B.1.2.1](http://www.pdesas.org/Standard/StandardsBrowser#27207?cf=y ) |
| 1.B | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze the use of facts and opinions across texts | [1.2.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24455?cf=y ), [1.2.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24456?cf=y ), [1.2.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24457?cf=y ), [1.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24458?cf=y ), [L.N.2.5.6](http://www.pdesas.org/Standard/StandardsBrowser#26300?cf=y ) |
| 1.C | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Evaluate the context of literal, figurative, and idiomatic vocabulary to clarify meaning | [1.1.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24416?cf=y ), [1.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24417?cf=y ), [1.1.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24418?cf=y ), [R8.A.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#27246?cf=y ), [R11.A.1.2.2](http://www.pdesas.org/Standard/StandardsBrowser#26891?cf=y ), [R11.A.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26904?cf=y ) |
| 1.D | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, hyperbole, foreshadowing, flashback, allusions, satire, and irony) | [1.3.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24505?cf=y ), [1.3.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24506?cf=y ), [1.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24500?cf=y ), [1.3.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24507?cf=y ), [1.3.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24501?cf=y ), [1.3.L.D](http://www.pdesas.org/Standard/StandardsBrowser#24508?cf=y ), [R11.B.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26927?cf=y ), [R11.B.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26928?cf=y ) |
| 1.E | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning | [1.2.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24442?cf=y ), [1.2.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24443?cf=y ), [1.2.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24444?cf=y ), [1.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24445?cf=y ), [1.2.L.A](http://www.pdesas.org/Standard/StandardsBrowser#24446?cf=y ), [R8.B.3.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27279?cf=y ) |
| 1.F | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the relevance and reliability of information, citing supportive evidence and acknowledging counter points of view in texts | [1.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24458?cf=y ), [1.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24472?cf=y ), [1.2.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24459?cf=y ), [1.2.L.E](http://www.pdesas.org/Standard/StandardsBrowser#24473?cf=y ), [L.N.2.5.6](http://www.pdesas.org/Standard/StandardsBrowser#26300?cf=y ) |
| 1.G | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate the use of graphics in text as they clarify and enhance meaning | [1.2.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24469?cf=y ), [1.2.10.E](http://www.pdesas.org/Standard/StandardsBrowser#24470?cf=y ), [1.2.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24471?cf=y ), [1.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24472?cf=y ), [1.2.L.E](http://www.pdesas.org/Standard/StandardsBrowser#24473?cf=y ), [R8.B.3.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27280?cf=y ), [R8.B.3.3.3](http://www.pdesas.org/Standard/StandardsBrowser#27281?cf=y ), [R11.B.3.3.3](http://www.pdesas.org/Standard/StandardsBrowser#26941?cf=y ) |
| 1.H | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze and evaluate author’s/authors’ use of conflict, theme and /or point of view within and among texts | [1.3.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24497?cf=y ), [1.3.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24498?cf=y ), [1.3.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24499?cf=y ), [1.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24500?cf=y ) |
| 1.I | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Generalize the use of academic vocabulary across disciplines | [1.1.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24414?cf=y ), [1.1.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24415?cf=y ), [1.1.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24416?cf=y ), [1.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24417?cf=y ), [R11.A.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26887?cf=y ) |
| 1.J | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the presentation of essential and nonessential information in texts, identifying the author’s implicit or explicit bias and assumptions | [1.2.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24462?cf=y ), [1.2.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24463?cf=y ), [1.2.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24464?cf=y ), [1.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24458?cf=y ), [1.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24465?cf=y ), [1.2.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24459?cf=y ), [1.2.L.D](http://www.pdesas.org/Standard/StandardsBrowser#24466?cf=y ), [L.N.1.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26265?cf=y ), [L.N.2.4.1](http://www.pdesas.org/Standard/StandardsBrowser#26290?cf=y ), [R11.B.3.2.1](http://www.pdesas.org/Standard/StandardsBrowser#26936?cf=y ), [R11.B.3.2.2](http://www.pdesas.org/Standard/StandardsBrowser#26937?cf=y ) |
| 1.K | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the effectiveness of the author’s use of literary devices in various genre | [1.3.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24504?cf=y ), [1.3.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24505?cf=y ), [1.3.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24506?cf=y ), [1.3.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24507?cf=y ), [1.3.L.D](http://www.pdesas.org/Standard/StandardsBrowser#24508?cf=y ), [R11.B.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26927?cf=y ), [R11.B.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26928?cf=y ) |
| 1.L | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Summarize, draw conclusions, and make generalizations from a variety of mediums | [1.2.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24469?cf=y ), [1.2.10.E](http://www.pdesas.org/Standard/StandardsBrowser#24470?cf=y ), [1.2.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24471?cf=y ), [1.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24472?cf=y ), [1.2.L.E](http://www.pdesas.org/Standard/StandardsBrowser#24473?cf=y ) |
| 1.M | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate the characteristics of various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose. | [1.3.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24484?cf=y ), [1.3.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24491?cf=y ), [1.3.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24485?cf=y ), [1.3.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24492?cf=y ), [1.3.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24486?cf=y ), [1.3.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24493?cf=y ), [1.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24487?cf=y ), [1.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24494?cf=y ), [1.3.L.A](http://www.pdesas.org/Standard/StandardsBrowser#24488?cf=y ), [L.N.2.2.1](http://www.pdesas.org/Standard/StandardsBrowser#26279?cf=y ), [R11.B.3.3.1](http://www.pdesas.org/Standard/StandardsBrowser#26939?cf=y ), [R11.B.3.3.2](http://www.pdesas.org/Standard/StandardsBrowser#26940?cf=y ) |
| 1.N | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the effects of inclusion and exclusion of information in persuasive text | [1.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24458?cf=y ), [1.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24465?cf=y ), [1.2.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24459?cf=y ), [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ) |
| 1.O | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze the impact of societal and cultural influences in texts | [1.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24487?cf=y ), [1.3.L.A](http://www.pdesas.org/Standard/StandardsBrowser#24488?cf=y ), [1.9.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24669?cf=y ), [1.9.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24671?cf=y ), [L.F.2.4.1](http://www.pdesas.org/Standard/StandardsBrowser#26256?cf=y ) |
| 1.P | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Analyze connections between and among words based on meaning, content, and context to distinguish nuances or connotations | [1.1.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24416?cf=y ), [1.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24417?cf=y ), [1.1.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24418?cf=y ), [L.F.1.2.4](http://www.pdesas.org/Standard/StandardsBrowser#26235?cf=y ), [R11.A.1.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26888?cf=y ) |
| 1.Q | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions | [1.2.5.E](http://www.pdesas.org/Standard/StandardsBrowser#24234?cf=y ), [1.2.6.E](http://www.pdesas.org/Standard/StandardsBrowser#24240?cf=y ), [1.2.7.E](http://www.pdesas.org/Standard/StandardsBrowser#24246?cf=y ), [1.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#24468?cf=y ), [1.2.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24469?cf=y ), [1.2.10.E](http://www.pdesas.org/Standard/StandardsBrowser#24470?cf=y ), [1.2.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24471?cf=y ), [1.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24465?cf=y ), [1.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24472?cf=y ), [R5.A.1.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27055?cf=y ), [R5.A.1.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27056?cf=y ), [R5.A.2.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27072?cf=y ), [R5.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27073?cf=y ), [R6.A.1.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27115?cf=y ), [R6.A.1.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27116?cf=y ), [R6.A.2.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27132?cf=y ), [R6.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27133?cf=y ), [R7.A.1.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27176?cf=y ), [R7.A.1.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27177?cf=y ), [R7.A.2.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27193?cf=y ), [R7.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#27194?cf=y ), [R8.A.1.3.1](http://www.pdesas.org/Standard/StandardsBrowser#27234?cf=y ), [R11.A.1.3.1](http://www.pdesas.org/Standard/StandardsBrowser#26893?cf=y ), [R11.A.1.3.2](http://www.pdesas.org/Standard/StandardsBrowser#26894?cf=y ) |
| 1.R | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Use grade appropriate resources to confirm and extend meaning of vocabulary | [1.1.4.C](http://www.pdesas.org/Standard/StandardsBrowser#24194?cf=y ), [1.1.6.C](http://www.pdesas.org/Standard/StandardsBrowser#24206?cf=y ), [1.2.3.C](http://www.pdesas.org/Standard/StandardsBrowser#24220?cf=y ), [R3.B.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26977?cf=y ), [R3.B.1.2.1](http://www.pdesas.org/Standard/StandardsBrowser#26979?cf=y ), [R4.A.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26996?cf=y ), [R6.A.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#27109?cf=y ), [R11.A.1.2.1](http://www.pdesas.org/Standard/StandardsBrowser#26890?cf=y ) |
| 1.S | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze and evaluate author’s/authors’ use of literary elements within and among genres | [1.3.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24497?cf=y ), [1.3.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24498?cf=y ), [1.3.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24499?cf=y ), [1.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24500?cf=y ), [1.3.L.C](http://www.pdesas.org/Standard/StandardsBrowser#24501?cf=y ), [L.F.1.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26230?cf=y ) |
| 1.T | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Assert new and unique insights based on extended understanding derived from critical examinations of text(s) | [1.1.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24423?cf=y ), [1.1.L.D](http://www.pdesas.org/Standard/StandardsBrowser#24424?cf=y ), [1.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24487?cf=y ) |
| 1.U | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen Actively and monitor one’s own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker’s message | [1.6.6.A](http://www.pdesas.org/Standard/StandardsBrowser#24341?cf=y ), [1.6.8.A](http://www.pdesas.org/Standard/StandardsBrowser#24346?cf=y ), [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 1.V | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions | [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 1.W | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen with civility to the ideas of others | [1.6.3.A](http://www.pdesas.org/Standard/StandardsBrowser#24332?cf=y ), [1.6.4.A](http://www.pdesas.org/Standard/StandardsBrowser#24335?cf=y ), [1.6.5.A](http://www.pdesas.org/Standard/StandardsBrowser#24338?cf=y ), [1.6.6.A](http://www.pdesas.org/Standard/StandardsBrowser#24341?cf=y ), [1.6.7.A](http://www.pdesas.org/Standard/StandardsBrowser#24344?cf=y ), [1.6.8.A](http://www.pdesas.org/Standard/StandardsBrowser#24346?cf=y ), [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 1.X | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen with civility to the ideas of others | [1.6.3.A](http://www.pdesas.org/Standard/StandardsBrowser#24332?cf=y ), [1.6.4.A](http://www.pdesas.org/Standard/StandardsBrowser#24335?cf=y ), [1.6.5.A](http://www.pdesas.org/Standard/StandardsBrowser#24338?cf=y ), [1.6.6.A](http://www.pdesas.org/Standard/StandardsBrowser#24341?cf=y ), [1.6.7.A](http://www.pdesas.org/Standard/StandardsBrowser#24344?cf=y ), [1.6.8.A](http://www.pdesas.org/Standard/StandardsBrowser#24346?cf=y ), [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 1.Y | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen Actively and monitor one’s own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker’s message | [1.6.6.A](http://www.pdesas.org/Standard/StandardsBrowser#24341?cf=y ), [1.6.8.A](http://www.pdesas.org/Standard/StandardsBrowser#24346?cf=y ), [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 1.Z | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions | [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 2.A | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Follow the conventional style for the type of document and use page formats, fonts and spacing that contribute to the readability and impact of the document. | [1.5.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24572?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ) |
| 2.B | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Analyze and evaluate information from sources for relevance to the research question, topic or thesis. | [1.2.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24442?cf=y ), [1.2.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24455?cf=y ), [1.2.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24462?cf=y ), [1.2.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24469?cf=y ), [1.2.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24443?cf=y ), [1.2.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24449?cf=y ), [1.2.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24456?cf=y ), [1.2.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24463?cf=y ), [1.2.10.E](http://www.pdesas.org/Standard/StandardsBrowser#24470?cf=y ), [1.2.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24450?cf=y ), [1.2.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24457?cf=y ), [1.2.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24464?cf=y ), [1.2.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24471?cf=y ), [1.2.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24451?cf=y ), [1.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24458?cf=y ), [1.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24465?cf=y ), [1.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24472?cf=y ), [1.8.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24637?cf=y ), [1.8.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24638?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [1.8.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24642?cf=y ), [1.9.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24666?cf=y ), [1.9.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24667?cf=y ), [1.9.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24668?cf=y ), [1.9.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24669?cf=y ) |
| 2.C | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Validity of information must be established. | Critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic. | [1.2.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24442?cf=y ), [1.2.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24448?cf=y ), [1.2.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24455?cf=y ), [1.2.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24462?cf=y ), [1.2.9.E](http://www.pdesas.org/Standard/StandardsBrowser#24469?cf=y ), [1.2.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24443?cf=y ), [1.2.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24449?cf=y ), [1.2.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24456?cf=y ), [1.2.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24463?cf=y ), [1.2.10.E](http://www.pdesas.org/Standard/StandardsBrowser#24470?cf=y ), [1.8.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24638?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [R11.A.2.3.1](http://www.pdesas.org/Standard/StandardsBrowser#26910?cf=y ), [R11.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#26911?cf=y ), [R11.A.2.4.1](http://www.pdesas.org/Standard/StandardsBrowser#26913?cf=y ), [R11.A.2.5.1](http://www.pdesas.org/Standard/StandardsBrowser#26915?cf=y ), [R11.A.2.6.1](http://www.pdesas.org/Standard/StandardsBrowser#26917?cf=y ), [R11.A.2.6.2](http://www.pdesas.org/Standard/StandardsBrowser#26918?cf=y ) |
| 2.D | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Research is an inquiry based process. | Develop and refine a research question or thesis statement. | [1.8.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24632?cf=y ), [1.8.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24633?cf=y ), [1.8.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24635?cf=y ) |
| 2.E | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Cite all sources properly when quoting, paraphrasing or summarizing. | [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [R11.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#26911?cf=y ) |
| 2.F | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets and other electronic reference materials. | [1.8.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24637?cf=y ), [1.8.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24638?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24642?cf=y ), [1.9.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24659?cf=y ), [1.9.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24660?cf=y ), [1.9.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24661?cf=y ) |
| 2.G | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Document sources of information, including references and works cited, using an appropriate style (e.g.: MLA, APA, Chicago). | [1.8.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24637?cf=y ), [1.8.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24638?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [R11.A.2.3.2](http://www.pdesas.org/Standard/StandardsBrowser#26911?cf=y ) |
| 2.H | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Purpose, context and audience influence the content and delivery in speaking situations | Interact effectively in discussions by o maintaining the focus of the discussion by contributing relevant content o selecting and using appropriate language o asking relevant and clarifying questions o monitoring the response of participants and adjusting contributions accordingly o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation | [1.6.6.A](http://www.pdesas.org/Standard/StandardsBrowser#24341?cf=y ), [1.6.7.A](http://www.pdesas.org/Standard/StandardsBrowser#24344?cf=y ), [1.6.8.A](http://www.pdesas.org/Standard/StandardsBrowser#24346?cf=y ), [1.6.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24593?cf=y ), [1.6.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24594?cf=y ), [1.6.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24595?cf=y ), [1.6.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24596?cf=y ) |
| 2.I | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Purpose, context and audience influence the content and delivery in speaking situations | Deliver effective oral presentations by o establishing a clear and concise focus or thesis o selecting and using appropriate structures, content and language to present ideas that support the thesis o utilizing appropriate technology or media to reinforce the message o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation o monitoring the response of the audience and adjusting delivery accordingly | [1.6.6.B](http://www.pdesas.org/Standard/StandardsBrowser#24342?cf=y ), [1.6.7.B](http://www.pdesas.org/Standard/StandardsBrowser#24345?cf=y ), [1.6.8.B](http://www.pdesas.org/Standard/StandardsBrowser#24599?cf=y ), [1.6.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24600?cf=y ), [1.6.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24601?cf=y ), [1.6.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24602?cf=y ), [1.6.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24603?cf=y ) |
| 2.J | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate language and content | [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 2.K | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader | [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ) |
| 2.L | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Construct parallel structures between sentences, paragraphs and related documents. | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ) |
| 2.M | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate writing conventions in a variety of formal and informal communication. | [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ), [1.7.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24615?cf=y ), [1.7.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24616?cf=y ), [1.7.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24617?cf=y ), [1.7.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24618?cf=y ), [C.E.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26123?cf=y ), [C.E.3.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26124?cf=y ), [C.E.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26125?cf=y ), [C.E.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26126?cf=y ), [C.E.3.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26127?cf=y ) |
| 2.N | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Writing improves through the recursive process of revising and editing | Apply the writing process to develop a piece of work.(i.e. pre-write, draft, revise, edit and publish)Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning | [1.5.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24574?cf=y ), [1.5.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24575?cf=y ), [1.5.C.E](http://www.pdesas.org/Standard/StandardsBrowser#24577?cf=y ), [C.E.2.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26116?cf=y ), [C.E.2.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26117?cf=y ), [C.E.2.1.6](http://www.pdesas.org/Standard/StandardsBrowser#26119?cf=y ), [C.E.2.1.7](http://www.pdesas.org/Standard/StandardsBrowser#26120?cf=y ), [C.P.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26160?cf=y ), [C.P.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26161?cf=y ), [C.P.2.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26162?cf=y ), [C.P.2.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26163?cf=y ), [C.P.2.1.6](http://www.pdesas.org/Standard/StandardsBrowser#26165?cf=y ), [C.P.2.1.7](http://www.pdesas.org/Standard/StandardsBrowser#26166?cf=y ) |
| 2.O | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with sharp, distinct focus, identifying topic, purpose and audience (focus) | [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ), [C.E.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26107?cf=y ), [C.P.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26153?cf=y ) |
| 2.P | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus | [1.5.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24546?cf=y ), [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24547?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ), [C.E.1.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26108?cf=y ) |
| 2.Q | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization) | [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ), [C.E.1.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26108?cf=y ) |
| 2.R | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Incorporate an expansive and expressive vocabulary that includes terms specific to the topic | [1.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24529?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ), [C.E.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26118?cf=y ) |
| 2.S | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write to create an individual writing style, tone and voice through the use of precise and well integrated language, literary devices and a variety of sentence structures. (style) | [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ), [C.E.1.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26110?cf=y ), [C.E.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26114?cf=y ), [C.E.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26115?cf=y ), [C.P.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26161?cf=y ) |
| 2.T | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop substantive content that is fully explained and well-supported with details, facts, research, examples and is appropriate for the topic (content) | [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 2.U | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Integrate appropriate transitions within and between paragraphs. | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ), [C.E.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26118?cf=y ) |
| 2.V | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use proper conventions to compose in the standard form of the English language (conventions). | [1.5.9.F](http://www.pdesas.org/Standard/StandardsBrowser#24579?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ), [C.E.1.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26109?cf=y ), [C.E.1.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26111?cf=y ), [C.E.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26123?cf=y ), [C.E.3.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26124?cf=y ), [C.E.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26125?cf=y ), [C.E.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26126?cf=y ), [C.E.3.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26127?cf=y ) |
| 2.W | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write to create an individual writing style, tone and voice through the use of precise and well integrated language, literary devices and a variety of sentence structures. (style) | [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ), [C.N.2.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26137?cf=y ), [C.N.2.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26138?cf=y ) |
| 2.X | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Incorporate an expansive and expressive vocabulary that includes terms specific to the topic | [1.4.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24528?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ) |
| 2.Y | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop substantive content that is fully explained and well-supported with details, facts, research, examples and is appropriate for the topic (content) | [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 2.Z | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Integrate appropriate transitions within and between paragraphs. | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ), [C.N.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26141?cf=y ), [C.P.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26164?cf=y ) |
| 3.A | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Construct parallel structures between sentences, paragraphs and related documents. | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ) |
| 3.B | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate language and content | [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 3.C | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use proper conventions to compose in the standard form of the English language (conventions). | [1.5.9.F](http://www.pdesas.org/Standard/StandardsBrowser#24579?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ), [C.N.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26146?cf=y ), [C.N.3.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26147?cf=y ), [C.N.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26148?cf=y ), [C.N.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26149?cf=y ), [C.P.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26169?cf=y ), [C.P.3.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26170?cf=y ), [C.P.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26171?cf=y ), [C.P.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26172?cf=y ) |
| 3.D | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader | [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ) |
| 3.E | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate writing conventions in a variety of formal and informal communication. | [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ), [1.7.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24618?cf=y ), [C.N.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26146?cf=y ), [C.N.3.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26147?cf=y ), [C.N.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26148?cf=y ), [C.N.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26149?cf=y ), [C.P.3.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26169?cf=y ), [C.P.3.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26171?cf=y ), [C.P.3.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26172?cf=y ), [C.P.3.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26173?cf=y ) |
| 3.F | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization) | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ) |
| 3.G | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with sharp, distinct focus, identifying topic, purpose and audience (focus) | [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ), [C.E.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26107?cf=y ) |
| 3.H | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus | [1.5.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24546?cf=y ), [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24547?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 3.I | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Writing improves through the recursive process of revising and editing | Apply the writing process to develop a piece of work.(i.e. pre-write, draft, revise, edit and publish)Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning | [1.5.11.E](http://www.pdesas.org/Standard/StandardsBrowser#24574?cf=y ), [1.5.12.E](http://www.pdesas.org/Standard/StandardsBrowser#24575?cf=y ), [1.5.C.E](http://www.pdesas.org/Standard/StandardsBrowser#24577?cf=y ), [C.N.2.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26139?cf=y ), [C.N.2.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26140?cf=y ), [C.N.2.1.6](http://www.pdesas.org/Standard/StandardsBrowser#26142?cf=y ), [C.N.2.1.7](http://www.pdesas.org/Standard/StandardsBrowser#26143?cf=y ) |
| 3.J | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [1.5.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24565?cf=y ), [1.5.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24566?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ), [C.P.1.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26156?cf=y ) |
| 3.K | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [1.5.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24546?cf=y ), [1.5.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24547?cf=y ), [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ) |
| 3.L | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). | [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ) |
| 3.M | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). | [1.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24522?cf=y ), [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ), [1.5.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24559?cf=y ), [1.5.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24560?cf=y ), [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ), [C.N.1.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26132?cf=y ) |
|  | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Informational writing describes, explains and/or summarizes ideas or content in a variety of genre. | Write to inform by: • presenting information purposefully and succinctly to meet the needs of the intended audience. • applying organizational structures that communicate information and ideas accurately and coherently. • using language that qualifies fact from opinion. • communicating quantitative and qualitative technical information and concepts from primary and secondary sources accurately and coherently. • using language that qualifies evidence from inference. • developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes). | [1.4.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24528?cf=y ), [1.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24529?cf=y ), [1.4.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24531?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24646?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [1.8.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24647?cf=y ) |
| 3.N | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Employ a thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence where rhetorical persuasive strategies are evident (content). | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [C.P.1.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26154?cf=y ) |
| 3.O | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | The writing supports a thesis or research question based on research, observation, and/or experience. | Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Interpret information in maps, charts, graphs, time lines, tables and diagrams to inform writing.Translate technical language into common language and/or define terms as necessary. | [1.8.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24632?cf=y ), [1.8.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24639?cf=y ), [1.8.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24633?cf=y ), [1.8.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24640?cf=y ), [1.8.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24635?cf=y ) |
| 3.P | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). | [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ) |
| 3.Q | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Use proper conventions to compose in the standard form of the English language (conventions). | [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ), [C.P.1.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26157?cf=y ) |
| 3.R | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). | [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ) |
| 3.S | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ), [C.P.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26153?cf=y ) |
| 3.T | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). | [1.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24522?cf=y ), [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ), [1.5.9.D](http://www.pdesas.org/Standard/StandardsBrowser#24565?cf=y ), [1.5.10.D](http://www.pdesas.org/Standard/StandardsBrowser#24566?cf=y ), [1.5.11.D](http://www.pdesas.org/Standard/StandardsBrowser#24567?cf=y ), [1.5.12.D](http://www.pdesas.org/Standard/StandardsBrowser#24568?cf=y ), [1.5.C.D](http://www.pdesas.org/Standard/StandardsBrowser#24570?cf=y ), [C.N.1.1.4](http://www.pdesas.org/Standard/StandardsBrowser#26133?cf=y ), [C.N.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26141?cf=y ) |
| 3.U | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use proper conventions to compose in the standard form of the English language (conventions). | [1.5.9.F](http://www.pdesas.org/Standard/StandardsBrowser#24579?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ) |
| 3.V | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts. | Narrative Writing: Write to engage the audience by: • establishing and developing a setting through specific detail.• developing the actions, movements, gestures and feelings of a character(s), narrator or writer.• using dialogue, literary devices and figurative language to develop character/narrator, setting and/or plot. • developing a plot (linear or non-linear) appropriate to theme and purpose.• pacing the presentation of actions to accommodate changes in time and mood.• establishing and developing conflict to advance plot and/or theme. | [1.4.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24521?cf=y ), [1.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24522?cf=y ), [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ) |
| 3.W | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). | [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 3.X | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position. | Write to influence the audience by:• stating and supporting a position with detailed evidence, examples, and reasons. • using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion, analogies and illustrations) to strengthen the argument. • employing a distinct structure to organize the argument and the opposing viewpoints. • acknowledging and refuting opposing arguments. • evaluating primary and secondary sources for validity, perspective, bias, and relationship to topic. • documenting sources of information responsibly and ethically. • using sources to achieve a balanced and authoritative argument. • supporting judgments with relevant evidence and detail. • presenting the position in either a deductive or an inductive framework. | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ) |
| 3.Y | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). | [1.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24522?cf=y ), [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ), [1.5.9.B](http://www.pdesas.org/Standard/StandardsBrowser#24553?cf=y ), [1.5.10.B](http://www.pdesas.org/Standard/StandardsBrowser#24554?cf=y ), [1.5.11.B](http://www.pdesas.org/Standard/StandardsBrowser#24555?cf=y ), [1.5.12.B](http://www.pdesas.org/Standard/StandardsBrowser#24556?cf=y ), [1.5.C.B](http://www.pdesas.org/Standard/StandardsBrowser#24558?cf=y ) |
| 3.Z | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). | [1.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24535?cf=y ), [1.4.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24537?cf=y ), [1.5.9.C](http://www.pdesas.org/Standard/StandardsBrowser#24559?cf=y ), [1.5.10.C](http://www.pdesas.org/Standard/StandardsBrowser#24560?cf=y ), [1.5.11.C](http://www.pdesas.org/Standard/StandardsBrowser#24561?cf=y ), [1.5.12.C](http://www.pdesas.org/Standard/StandardsBrowser#24562?cf=y ), [1.5.C.C](http://www.pdesas.org/Standard/StandardsBrowser#24564?cf=y ), [C.P.1.1.3](http://www.pdesas.org/Standard/StandardsBrowser#26155?cf=y ), [C.P.2.1.5](http://www.pdesas.org/Standard/StandardsBrowser#26164?cf=y ) |
| 4.A | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). | [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ), [1.5.9.A](http://www.pdesas.org/Standard/StandardsBrowser#24546?cf=y ), [1.5.10.A](http://www.pdesas.org/Standard/StandardsBrowser#24547?cf=y ), [1.5.11.A](http://www.pdesas.org/Standard/StandardsBrowser#24548?cf=y ), [1.5.12.A](http://www.pdesas.org/Standard/StandardsBrowser#24549?cf=y ), [1.5.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24551?cf=y ), [C.N.1.1.1](http://www.pdesas.org/Standard/StandardsBrowser#26130?cf=y ), [C.N.1.1.2](http://www.pdesas.org/Standard/StandardsBrowser#26131?cf=y ) |
| 4.B | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions). | [1.4.C.A](http://www.pdesas.org/Standard/StandardsBrowser#24524?cf=y ), [1.5.9.F](http://www.pdesas.org/Standard/StandardsBrowser#24579?cf=y ), [1.5.10.F](http://www.pdesas.org/Standard/StandardsBrowser#24580?cf=y ), [1.5.11.F](http://www.pdesas.org/Standard/StandardsBrowser#24581?cf=y ), [1.5.12.F](http://www.pdesas.org/Standard/StandardsBrowser#24582?cf=y ), [1.5.C.F](http://www.pdesas.org/Standard/StandardsBrowser#24584?cf=y ) |